

# **A Comprehensive Career Development Checklist for School Districts**

For each question , assess whether your district is in the planning stage, partially implemented, or fully implemented.

## **1 - General Career Development**

- Is there a district plan which includes career development experiences for all grades for all students?
- Is the responsibility for career development shared by all PK-12 staff?
- Do parents and community members participate in classroom and workplace career development activities?
- Are Wisconsin Developmental Guidance competencies used as a foundation for age-appropriate career development?
- Are Wisconsin Developmental Guidance Model contexts (Educational, Personal/Social Health, Career Development) used as a foundation for comprehensive career development?

## **2 - Career Awareness and Exploration**

- Do all students have multiple opportunities for interest and aptitude assessment?
- Do all students have access to national, state, and regional labor market information?
- Do all students have access to a range of career information materials in different media (text, computer, video)?

## **3 - Career Planning**

- Does the introduction of career clusters begin no later than 9th grade?
- Is there business and labor participation in career planning activities (job fairs, classroom career planning activities, job shadowing , etc.)?
- Do all students have individualized career plans which include career and academic goals by the 11th grade?
- Does a student's career plan identify a coherent sequence of courses within a field of study or career cluster selected by that student?
- Are students' career plans based on their desires, goals, and abilities?
- Are students' career plans in written form and kept on file at the school?
- Are students' career plans revised regularly to reflect their changing career goals?

#### **4 - Career Major/Lifework Planning**

- Are PK-12 students involved in learning experiences organized around the four types of work that include Enterprise, Invention, Technology and Human?
- Do 11th and 12th grade experiences integrate school-based learning and work-based learning through the four kinds of work?
- Can students describe their tentative post school through life related goals that support their career major?
- Do career majors accommodate/fulfill students' interests, talents, values and needs?
- Can students describe 3-4 vocations for which their career major might prepare them?
- Do career majors influence students' 11th and 12th grade educational plans (coursework, work experience, extracurricular involvement, etc.)?
- Are family, teachers, counselors and informational systems continuously used in students' career planning and decision making?

#### **5 - Curriculum Map/Career Map**

- Does the high school use curriculum maps to organize academic and occupational courses?

- Does the curriculum map use career clusters to provide an initial organizational grouping of curricula?
- Does the curriculum map identify a coherent sequence of secondary and postsecondary academic and occupational courses extending from grades 9 through 14?
- Does the curriculum map illustrate the links between course sequences and career major choices?
- Does the curriculum map identify specific course titles?
- Does the curriculum map outline the path to a 2-year technical college degree?
- Does the curriculum map outline the path to a 4-year postsecondary institution?
- Does the curriculum map outline the path to employment after high school?
- Does the curriculum map outline the path to the military after high school?
- Does the curriculum map outline the path to an adult apprenticeship after high school?
- Are curriculum maps required for use by all high school students?
- Are parents required to assist students in completing the career map?
- Do counselors and teachers participate in completing career maps?
- Are career maps validated by business and industry?

## **6 - Career Portfolio**

- Do all students develop career portfolios by the 11th grade?
- Are career portfolios regularly updated by students?
- Are career portfolios kept on file at the school and easily available to students?
- Are career portfolios reviewed in student-teacher conferences?

- Are career portfolios reviewed in parent-teacher conferences?
- Do career portfolios document students' employability skills?
- Do career portfolios contain information about academic achievements, interests and aptitudes, career plans, work-based learning experiences, and school activities?
- Do career portfolios provide examples of special or extraordinary skills, such as writing, fine arts, or leadership?
- Do career portfolios document awards, special recognitions, and special certifications?

## **7 - Job Shadowing**

- Are job shadowing experiences available to all students?
- Do job shadowing opportunities involve real-life work environments and activities?
- Are preparation and follow-up activities used to encourage students to prepare for, reflect on, react to, and/or otherwise internalize the job shadowing experience?
- Are job shadowing experiences school-supervised and connected to the larger curriculum?

(These questions are adapted from “ The School-to-Work Assessment Checklist” developed under the leadership of the Center on Education and Work, UW-Madison)